

### WH DE KLERKSKOOL / SCHOOL

BEROEPSGERIGTE SKOOL/OCCUPATIONAL SCHOOL

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### WH DE KLERK SCHOOL

### **VISION**

WH de Klerk School strives towards establishing **QUALITY EDUCATION**, where learners develop according to each one's own potential in totality for the labour market, equipped with life skills based on values.

### **MISSION**

### **We strive towards:**

- Learners that own our school's values and live them accordingly with enthusiasm.
- Educators that focus on the needs of learners and who act value-driven through quality education.
- Parents that form a partnership with the school through educating their children according to our values.
- A **school** where we equip learners with skills to act independently in the work environment and to be upright young adults as they approach their future.

### **CODE OF CONDUCT FOR LEARNERS**

Under the provisions of Section 8 (1) of the South African Schools Act, every governing body of a public school must, in consultation with learners, parents and educators, accept a code of conduct.

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### Part 1

LEARNER

PARENT

Co	ode of Ethics
1.	I solemnly commit myself to the Constitution of the Republic of South Africa and I undertake to respect, uphold and promote the law and the legal system.
2.	I undertake to:
	<ul> <li>live by the values of the school at all times; namely respect, caring, responsibility, reliability and fairness.</li> <li>faithfully observe this code of conduct and all the rules and regulations of WH de Klerk School;</li> <li>maintain high moral and ethical standards;</li> <li>to strive to always act responsibly and to promote the school's good name;</li> <li>do my schoolwork with diligence, conscientiousness and commitment; and</li> <li>show the necessary courtesy and respect towards all staff, fellow learners and visitors.</li> </ul>
3.	I submit to any disciplinary measures if I should fail to comply with any provision or measure in the school's code of conduct.
	I note that I may be deprived of the privilege of attending any school activities and school gatherings if my demerits are not in accordance with the school's code of conduct.
SI	GNED AT ON THIS DAY OF 20

Code of conduct is available on d6 and WH de Klerk's website <a href="http://whdeklerkskool.co.za">http://whdeklerkskool.co.za</a>

#### Part 2

### **Rules of conduct**

#### 1. INTRODUCTION

This document is the code of conduct of WH de Klerk School, as approved by the parents and accepted by the SGB (School Governing Body). The SGB consulted with the parents, learners and educators of the school regarding the code of conduct.

The code of conduct is compiled in agreement with the applicable provisions of the

- Constitution of the Republic of South Africa, Act 108 of 1996;
- South African Schools Act, Law 84 of 1996 ('the Schools Act');
- Law on National Education Policy, Act 27 of 1996;
- Guidelines for Code of Conduct for Learners (General Notice 776 in Government Gazette 18900 of 15 May 1998);
- Regulations in regard of Apparatus for Drug Testing and the Procedures that must be followed (GK 1140 in Government Gazette 31417 of 19 September 2008);
- Regulations for Safety Measures in Government Schools (GK 1040 in Government Gazette 22754 of October 2001, as amended) and applicable provincial legislation;
- Law on Occupational health and safety, Act 85 of 1993.

### 2. PURPOSE

Although the state remains obliged to make education available and accessible, it must be supplemented with commitment and allegiance from responsible role players, namely educators, learners and parents. This code of conduct is meant to promote such commitment and allegiance.

The purpose of this code of conduct is to establish a disciplined and steadfast school environment that is determined to promote and maintain the quality of the learning process. The code of conduct endorses the school's mission and vision.

Learners and their parents/guardians should acquaint themselves with the school's code of conduct and its provisions. As soon as learners are enrolled into the school, they are subjected to the code of conduct and should comply with it promptly. If learners disregard or violate the code of conduct, the disciplinary procedures for learners will be acted upon accordingly.

### 3. GENERAL RULES

- 3.1 Learners will always behave as ambassadors of the school and act in accordance with the code of conduct of the school.
- 3.2 While learners are dressed in school uniform or even a part thereof that can relate them publicly to the school, or while learners represent the school, either direct or indirect, either as participants, supporters, helpers, spectators or otherwise, they will refrain from any behaviour that will place the school, educators or fellow learners in a bad light.

### Appendix A

- 3.3 In interaction with the principal, deputy principals, educators or other school staff, learners should always show the necessary courtesy and respect and withhold themselves from actions which amount to irreverence and rebellion.
- 3.4 In interaction with each other, learners must demonstrate self-control as much as possible and show mutual respect and tolerance. Learners must refrain from any behaviour that is aimed to violate the physical, mental and moral well-being of any learner, or that can resent it. Any

- sexual or improper physical contact between learners, on the school grounds or any other place where learners can be identified as learners of the school, is strictly forbidden.
- 3.5 An educator of the school will be granted the same rights as a parent in regard to discipline and control of a learner according to the code of conduct, during the learner's presence at school or during any other school activity.
- 3.6 Learners are not allowed to eat or drink in classrooms, workshops, centrums or the hall. Chewing gum during school activities is also forbidden.
- 3.7 Cellphone usage during school activities is forbidden. Calls may only be made in emergencies and with the consent of the teacher.

### Appendix B

3.8 The smoking, possession and/or use of tobacco products, e-cigarettes, vapes, liquor, or any other alcoholic substances or drugs during any school activity or when a learner is dressed in school uniform, is forbidden.

### **Appendix C**

- 3.9 In the case of reasonable suspicion that learners are guilty of violating the code of conduct or laws of the country, then the school principal or a delegate has the right to search such learner and/or his/her property for possession of any dangerous weapons, guns, drugs or other harmful and dangerous products, stolen goods or pornographic material that learners may probably have on the school grounds. Such a learner's human dignity will always be respected and therefore the search will be done in private by persons of the same gender and in the presence of another person. The search process and its results must be recorded.
- 3.10 Any actions that harm the administration, discipline or efficiency of the school, will be considered a violation of this code of conduct.
- 3.11 Conviction of a criminal offence by a court, will be considered a violation of this code of conduct.
- 3.12 Convictions that can lead to temporary and/or permanent eviction, include, but is not restricted to:
  - i. behaviour that threatens others' safety and violates their rights;
  - ii. the possession, threatening or use of dangerous weapons;
  - iii. the possession, use, dealing or visible proof of narcotics or illegal drugs, alcohol and intoxicated substances of any kind;
  - iv. fighting, abuse or assault;
  - v. indecent behaviour or cursing;
  - vi. assuming or presenting a false identity;
  - vii. any form of hate speech, sexism, racism or other anti-social behaviour;
  - viii. theft or the possession of stolen goods, which includes the theft or in possession of tests or exam papers before such a test or exam paper is scheduled;
  - ix. wrongful behaviour against and/or the vandalism, damage of destruction of school property, including arson and graffiti;
  - x. disrespect, offensive behaviour and verbal abuse towards any educators or other school staff or fellow learners;
  - xi. repeated offences of school rules or this code of conduct;
  - xii. criminal and oppressive behaviour, like rape and gender-based harassment;
  - xiii. victimising, bullying and intimidation of other learners;
  - xiv. the violating of examination rules;
  - xv. intentional and knowing provision of false information, or the forgery of documents, in order to obtain improper advantage; and
  - xvi. repeated bully behaviour.

### **Appendix J**

# 4. CLASSROOM RULES Appendix D

- 4.1 The class teacher must, after consultation with the learners, and after accepting this code of conduct, construct class rules and at the beginning of each school year.
- 4.2 The rules must be visible in a prominent place in the classroom.
- 4.3 Learners must comply fully and promptly to these classroom rules as well as any oral assignments that the class teacher or any other educator gives that is necessary to carry out this code of conduct and/or let the school function properly.
- 4.4 Any violation of the classroom rules will be accepted as a violation of this code of conduct and school rules and will therefore obtain demerits.

# 5. GENERAL CENTRUM/WORKSHOP ROUTINE, GUIDELINES AND RULES Appendix E

# 6. RULES REGARDING CLOTHING AND APPEARANCE Appendix A

### 7. SPORT AND EXTRA-CURRICULAR ACTIVITIES

- 7.1 Participants in sport and extra-curricular activities
  - 7.1.1 Learners that are chosen to represent the school as participants in any sport or extracurricular activity, must during and after such an activity, be dressed in school uniform, sportswear or any prescribed clothes as determined by the educator.
  - 7.1.2 All learners that participate in prior mentioned activities, will be loyal towards the school and fellow learners. In particular, the learners must be on time and punctual at the place where the activity will take place or where the participants of the activity must gather for departure. Learners that are chosen to represent the school in an activity, can only be excused from attendance by a written apology to the head of sport or culture. Unavoidable absence from an activity will only be acceptable if a written form of excuse has been handed over to the head of sport or culture, no later than three days after the activity.
  - 7.1.3 Learners that represent the school at sporting activities, will always behave courteously towards, comply with the decisions, directives and instructions of:
    - the head of sport and the particular educator involved in the sport;
    - the referee or judge in respect of the activity in question; and
    - the team captain.
  - 7.1.4 Although it is assumed that learners that participate in sporting activities will do so with dedication and effort, they must still exercise self-control and discipline. Learners must refrain from dishonourable conduct, foul or insulting language, involvement in fighting or incidents, or any foul play or related incidents.
- 7.2 Spectators and supporters at sport or extra-curricular activities
  - 7.2.1 All learners that attend any school activity as spectators or supporters, will in addition to complying with the conditions of this code of conduct, refrain from any disruptive, improper, unruly or inappropriate behaviour. In particular, the learners may not act negatively on the decisions of the judge or referee.
  - 7.2.2 Learners that attend any school activity as spectators or supporters, will submit to and comply with any instructions and directions received before, during and after the activity by the school principal, any educator or school leaders.

7.2.3 Abovementioned rules are also applicable for any participation in any extra-curricular activities besides sport, except where it obviously does not apply.

### 8. SCHOOL PROPERTY

- 8.1 "School property" includes the following:
  - i. The grounds and buildings that are occupied by the school as well as any permanent attachment to such grounds and buildings.
  - ii. All other property, which includes equipment, books, stock, motor vehicles so forth, that the school owns, hires or stores, or the damaging or loss of, that the school lawfully can be held accountable for.
- 8.2 Since the school is developed and erected for the use by all learners that attend school there, all learners are obligated to do everything in their power to preserve the school's property, so that it benefits all current and future learners of the school, to be used.
- 8.3 No learner may remove any school property from the premises without prior permission from the school principal or educator of the school.
- 8.4 Learners may not handle, damage, mark, violate or destroy the property of the educators of the school, fellow learners, visitors to the school or members of the public. This rule counts for property on school grounds, in the immediate environment of the school, at or close to any school activity, as well as any vehicle learners are transported with and the property thereon.
- 8.5 Learners may not damage, violate or destroy any school property. Damaging and/or destroying property is a punishable offence.
- 8.6 Any learner that deliberately misuses, damages or destroys it, will appear directly in a disciplinary hearing before a disciplinary committee to investigate the case and make findings, before imposing a sanction.

### 9. SCHOOL NOTICES

All learners are obligated to punctually hand over any notices from the SGB, school principal or an educator from the school to their parents/guardians and to hand over any acknowledgement of such a notice, promptly to the class teacher.

### 10. ASSESSMENTS e.g. tests, examinations, etc.

- 10.1 All learners are obligated to submit to assessments, tests and examinations assigned to them by the educators.
- 10.2 Failure to comply with this rule will only be excused in exceptional cases, if the parent/guardian of the learner, at the earliest possible opportunity, hands in a full and complete written explanation to the educator.
- 10.3 Learners must refrain themselves from any form of dishonesty during completion of assessments, tests or exams.

### **Appendix F**

### 11. MOTOR VEHICLES AND MOTORCYCLES

11.1 Learners are not allowed to bring motor vehicles and motorcycles onto the school premises, unless they obtained prior written permission from the school principal or another staff member that has been nominated by the school principal, and unless they promptly comply to any conditions to which said consent may be subjected to.

- 11.2 If a learner is not in possession of such permission when asked to reveal it by any of the staff, SGB or a school leader, it will be accepted that the learner does not have such consent, until he/she can prove otherwise.
- 11.3 The negligent driving of a motor vehicle or motorcycle where it causes a danger or disadvantage for other learners on the school premises or other members of the public in the immediate vicinity of the school grounds, is prohibited.
- 11.4 Learners will always comply with the traffic rules on and around the school grounds.
- 11.5 All motor vehicles, motorcycles and bicycles will be parked at their own risk on and around the school grounds.

#### **12. BUSES**

Appendix G

### 13. PUNCTUALITY

Learners will arrive on time at the appointed time at the beginning of the school day and with the commencement of any other school activity.

13.1 School times, unless stipulated otherwise:

Monday - Thursday: 07:30 - 13:30

Friday: 07:30 - 13:00

13.2 Lock of gates:

The gate in:

- i. Montagu Street (sport gate) will be closed at 07:30, for security purposes.
- ii. Ceres Street (main entrance) will be closed at 07:40, for security purposes.
- 13.3 Learners that arrive late:
  - i. can only enter the school grounds through the main gate;
  - ii. must report at the administrative office;
  - iii. must be accompanied by the taxi driver, bus driver or parent/quardian.
  - iv. their parent/guardian must notify the school telephonically.

#### 14. ABSENCE FROM SCHOOL

- 14.1 Learners may only be absent from school in exceptional cases and only with the permission of the school principal, or his/her representative when the school principal is not available.
- 14.2 Absence from school without a valid, acceptable reason is seen as skipping school, which is forbidden.
- 14.3 Learners that were absent, must present a written explanation on return.

### **Appendix H**

### 15. ENVIRONMENT

- 15.1 Learners have the right to a safe environment and a school that is conducive for education.
- 15.2 Learners may not mess up the school grounds or buildings.
- 15.3 Learners that are spectators or supporters at any school activity, must make sure that all rubbish is cleaned up and put in the rubbish bins.
- 15.4 Learners must leave toilets clean.
- 15.5 Any action or omission by learners that can cause a health hazard for other learners or can cause, must be avoided.
- 15.6 No slogans (graffiti), stickers, posters or inappropriate things may be put up on any surface at school without permission of the school principal.

15.7 Learners must comply with reasonable requests from the school principal, any educator or school leader, regarding maintaining a clean and hygienic school environment.

### **16. SIGNING OUT OF LEARNERS**

- 16.1 Learners may only be signed out by parents/guardians unless there was a telephonic arrangement with the school principal or deputy principals.
- 16.2 Learners must first present a sign out-form to all his/her educators, before being allowed to leave the school grounds.

**Appendix I** 

### 17. BULLYING

Bullying is adverse for the school environment and learners' learning, achievements and well-being. It interferes with the mission of the school to educate learners and disrupts school activities. Bullying does not only affect those whom it is directed against, but also those who participate in or witness such behaviour. It must therefore be addressed to create learner safety and an inclusive environment.

**Appendix J** 

### 18. EXEMPTION FROM PROVISIONS OF THE CODE OF CONDUCT

- 18.1 Learners can apply in writing for complete exemption from cultural, religious or medical grounds from the SGB for one or more of the items stipulated in the code of conduct.
- 18.2 Such an application must include complete reasons and supporting evidence. The burden of proof rests on the learner to substantiate the application for exemption.
- 18.3 Applications can only be considered at the beginning of the school year, unless urgency or changing circumstances are cited.
- 18.4 In the consideration of an application for exemption, the SGB will be entitled to gather any information that can be considered in the fairness of the application, which seems important.
- 18.5 The SGB will consider the application for exemption with due seriousness, objectivity and responsibility, and within the framework of the constitution and court rulings and will notify the learner in writing of the result.

<b>19</b> .	In the case of infringe	ement of any	provisions in	n this code o	f conduct,	the prescribed	disciplinary
	procedures will be followed	lowed.					

SIGNED AT	ON THIS	DAY OF	20
Governing Body Chairperson			
School Principal			

### **APPENDIX A**

### **POLICY: Clothing and appearance**

The correct school uniform is very important for uniformity and to carry out the image of the school. It also contributes to the learner's pride and respect for the school. Parents/guardians must ensure that their children are dressed according to the terms of the code of conduct.

If a learner is not dressed in the correct uniform, the parent/guardian must provide a written reason, therefore.

If a learner is not allowed to wear the prescribed uniform due to religious beliefs, the parent/guardian must address a letter to the SGB to motivate exemption.

There might be inspection from time to time to ensure the appearance of the learners. If a learner is not dressed according to the guidelines, the parent/guardian can be contacted to fetch the child and make sure he/she is dressed in the correct uniform.

Learners that obtain provincial colours for their sport, may wear the tracksuit/clothes for 2 weeks from receipt from the first day of school, thereafter normal school uniform must be worn. No other school uniform or private clothes may be worn together with provincial clothes.

### **GENERAL**

- i. Beanies and hats may not be worn in classes, workshops/centrums.
  - during assembly on the square.
  - during an assembly in the hall.

### If the rule is not obeyed, the staff can take the beanie or hat.

- ii. Tattoos must be covered as best as possible and not be intentionally visible.
- iii. No eye, nose, tongue or lip rings may be worn.

### 1. Clothing inside workshops and centrums

Overalls must always be worn inside the workshops. If possible, each learner must have his/her own overall that is clearly marked. If a learner does not have one, one will be provided for the training session. Overalls must be taken off as soon as the training session is over and be put away neatly before leaving the centrum.

With reference to the Law on Occupational Health, Law 85 of 1993, it is essential for every worker, learner or any person who intends to or who are going to work in the workshop/centrum, to be equipped with the necessary safety measures, safety clothing and equipment to ensure safety in that workplace.

### 2. Clothing outside workshops and centrums

#### **2.1 BOYS**

### A. School uniform - No adjustments may be made to the school uniform.

- i. Grey school shorts/trousers.
- ii. White school shirt with short or long sleeves and a black school tie (optional).
- iii. Grey/black socks. **No** "secret socks" are allowed.
- iv. Black school shoes.
- v. Black school jacket, black "dri-mac", black school jersey and black pullover No emblems.
- vi. Black school hat for the summer available at the office.
- vii. Black gloves, school beanie and black scarf for the winter.

### **B.** Personal appearance

i. Hair must be short, neatly cut and may not touch the collar.

- ii. Ears must be cut open. If a learner cannot afford to have his hair cut, it can be cut at school in the Hairdressing centrum, with a permission letter from the parent/guardian.
- iii. All boys must be shaved clean, **no** beards or mustaches. The school can provide a razor for the boy to shave, he must shave before allowed in the classroom or workshop. If he refuses to use the razor, the parent/guardian will be contacted to fetch him. If a boy cannot shave because of a medical reason, a **written medical certificate** must be provided to the management of the school.
- iv. No extraordinary hairstyles are allowed.
- v. No dramatic colour change of the hair is allowed.
- vi. Sideburns may not pass the opening of the ear.
- vii. If dreadlocks are worn, it must be tidied neatly.
- viii. No wearing of bracelets, earrings or necklaces are allowed. Staff may confiscate it.
- ix. Medical bands are allowed.

#### 2.2 GIRLS

### A. School uniform - No adjustments may be made to the school uniform.

- i. Grey school skirt. Length of the skirt is 4 fingers above the knee.
- ii. Grey school trousers.
- iii. White school shirt with short or long sleeves and a black school tie (optional).
- iv. Grey/black socks. **No** "secret socks" are allowed.
- v. "Bobby- socks" and normal thick black stockings for winter (no thin pantyhose).
- vi. Black school shoes are compulsory.
- vii. Black pullover must be worn over the school shirt.
- viii. Black school jacket, black "dri-mac", black pullover No emblems.

### **B.** Personal appearance

- i. Nails must be cut short and be clean. Colourless or see-through cutex is allowed.
- ii. No make-up is allowed.
- iii. Watches, medical bands and signet rings are allowed.
- iv. Small silver or golden round earrings with a diameter of 10mm or buttons no bigger than 5mm are allowed. The round earring must be able to rotate in the ear hole.
- v. No button earrings with diamante or pearls are allowed.
- vi. Only one earring per ear, in the earlobe.
- vii. Long hair must be fastened or braided.
- viii. Only black elastics, hair bands, ribbons or "alice band".
- ix. Fringes must be neat. If it is too long, it must be tidied with pins or cut shorter.
- x. No dramatic colour change of the hair is allowed.
- xi. Only **black** extensions are allowed, must be braided, and fastened neatly.

### 2.3 YEAR 4 LEARNERS

#### School uniform

Year 4 learners may wear a grey school jersey/approved school jacket, but it is not compulsory. The rest of the uniform is as prescribed.

### 2.4 SCHOOL LEADERS

### **School uniform**

- i. Red pullover.
- ii. Black school blazer with cord and a black school tie.
- iii. Leaders may at certain events wear jeans with their leader T-shirt and approved school jacket. Management will determine when.

### 2.5 CIVVIES

A learner may wear civvies on the day that it is his/her birthday. If a learner's birthday falls on a weekend, the privilege is forfeited. There may be changes from time to time to wear civvies, as determined by the management of the school. It will clearly be communicated through a letter/d6. Civvies may not present any political and/or ugly slogans/emblems. Girls:

- Shorts are not allowed, skirts or dresses must be four fingers above the knee.
- The shirt/blouse must cover the whole stomach and back area.
- Personal appearance as outlined in 2.2B.

### 3. Sanctions against the learner who does not adhere to the arrangements:

- \* The learner will receive a category 2 demerit against his/her name.
- \* The parents/guardians will be contacted to fetch the child to be dressed in the correct school uniform.
- \* <u>Boys</u>: Beards and mustaches when a boy refuse to use the razor provided by the school, the parents/guardians will be contacted to fetch the learner.

### **APPENDIX B**

### **POLICY: Cellphones/earphones/smart watches**

In the face of change, innovation and safety, it has become an inescapable necessity for some learners to have a cellphone/earphones/smart watch in their possession. For this it is not possible to follow a "No cellphones/earphones/smartwatches School Policy" in an advanced technological environment.

We realise that for some parents/guardians and learners it is necessary to carry a cellphone, but there are guidelines regarding the use thereof during school hours. Parents/guardians that choose for their child to have a cellphone with them, must assure that they are fully aware of the policy regarding cellphones.

Possession of a cellphone/earphones/smart watch at school is considered a privilege and can at any time be forfeited if the learner does not comply with the terms of the policy. A friendly yet serious appeal is made to parents/guardians to see that, if possible, learners do **NOT** bring their cellphones/earphones/smart watches to school.

The success of implementing the policy is due to the positive cooperation between educators, learners and parents/guardians.

We make a serious appeal to parents/guardians to monitor the content of your child's phone regularly. Parents/guardians are sometimes unaware of what is on their child's phone.

The policy is there to protect learners and not to abridge their rights.

Strict following of the rules and guidelines is necessary.

# 1. Where it is necessary for learners to have their cellphones/earphones/smart watches with them, the following rules and regulations count:

- i. Cellphones/earphones/smart watches must never be left in places where it can be lost or stolen, learners must carry it on their body. There will not be CCTV camera images if a cellphone/earphones/smart watch is lost or stolen, because important education time is being lost.
- ii. Cellphones MUST be off or on "silent" and not be visible during:
  - \* Assemblies in the hall or in the mornings.
  - \* In the classroom or workshops.
  - \* During class changing.
- iii. Learners accept full responsibility for the safekeeping and security of their cellphones/earphones/smart watches.
- iv. WH de Klerk School accepts no responsibility for the theft, damage or loss of cellphones/earphones/smart watches and also for any unlawful calls made on any cellphones/earphones/smart watches.
- v. No cellphones/earphones may be used or be visible at all during education or training time.
- vi. Cellphones/earphones/smart watches may be used at your own risk before school and during break times, it stays the responsibility of the learner. As soon as the bell goes it must be switched to "silent" or off.
- vii. Cellphones/earphones/smart watches may not be in the learner's possession during any assessments. It must be in the learner's school bag. If the learner does not have a schoolbag, it must be handed in at the educator until the end of the session.
- viii. It is the educator's decision if cellphones/earphones/smart watches must be handed in and locked away until the end of the session. Thereafter it must personally be handed out again.
- ix. Learners may not call parents/guardians personally when they are sick. The administration ladies will contact the parents/guardians.

- x. The use of a cellphone's camera or video function is forbidden. In some cases, the management of the school can give permission for that. It is the school's point of view that camera phones can in certain situations harm the individual's right to privacy.
- xi. Learners are not allowed to download or show any photos, video material, animation, pornographic material or notes of inappropriate nature on their phones, during school hours.

### 2. Sanctions against the learner who does not adhere to the arrangements:

- i. Cellphones/earphones/smart watches must be handed over to the educator and then it can be taken to the specific head of department (DH).
- ii. The DH will then decide when the cellphone/earphones/smartwatch will be returned to the learner.
- iii. Demerits will be written against the learner's name.
- iv. Parents/guardians will be contacted to collect the cellphone/earphones/smartwatch from the office.

### **APPENDIX C**

### **POLICY: Drugs, alcohol and smoking**

### **REGULATIONS FOR THE SAFETY MEASURES AT PUBLIC SCHOOLS**

### Law on Occupational Health and Safety (Act 85 of 1993)

As an Occupational School and with the application of the Law on Occupational Health and Safety, there are certain safety rules that are strictly applied to ensure safety in the workshops and work areas. The guidelines in public schools determine that no learner/person may be on school grounds when under the influence of alcohol or any other prohibited substances (Regulation 4 (2)(e)). If a learner violates the above regulation, he/she may not enter the school grounds until he/she has a negative drug test result from SANCA or a medical report.

### **The Tobacco Products Control Act (Act 83 of 1993)**

The whole school premise is declared a smoke free zone, it includes any passage, entrance, foyer, toilets or any other communal area that is regularly used by the employees or learners. Smoke is also prohibited in or on any vehicle that belongs to the school or transports employees or learners. All learners, employees and staff will comply with these with the help of the Departmental Heads. Deviation from any kind of the mentioned violations, will be dealt with strictly by a disciplinary committee, and can be referred to the School Governing Body (SGB) for a Formal Disciplinary hearing.

### The Law on Drugs and Drug Trafficking (Act 140/1992)

Section 4 (1): All public schools are hereby declared drug- and dangerous-object-free zones. No person may:

- i. 2 (d) bring/have prohibited substances on public school premises.
- ii. 2 (e) not enter a public-school premise under the influence of prohibited substances or alcohol.

### 1. Drugs in the school.

- i. The misuse of drugs or alcohol is known as drug abuse. The issue of child drug abuse requires extremely sensitive handling by the school authorities. Although the elimination of drug abuse should be the main goal, it is a known fact that children are in a formative, experimental and curious stadium. Someone convicted of a drug offense can have their life ruined by one single unwise act. The handling of these acts requires wisdom, care and humbleness.
- ii. It is a criminal offense to be in possession of drugs. When someone is found guilty of a criminal offense, it can destroy his/her opportunities. We accept the challenge and take a stand that drug abuse is unacceptable and that the challenge for a healthy drug free life must be propagated and encouraged.
- iii. Aspects of drug abuse that occur more often, is the use of drugs to enhance achievements in sport, furthermore it includes the abuse of prescription drugs that are usually obtained illegally or legally. In fact, the use of any substance (like glue) in such a way other than intended by the manufacturer, is a form of drug abuse.
- iv. We are also of the opinion that the presence of learners who participate in drug abuse in any way, not only negatively affects the image of the school but also undermines the pride of the entire team.

# 2. When looking at drug use, the rules and the code of conduct, then the following rules must be considered:

- i. No drugs, cigarettes/e-cigarettes or prohibited substances may be with a learner or in his/her possession.
- ii. No learner may be on the school premises, in a classroom, workshop or centrum of the school while under the influence of any drug or prohibited substance.
- iii. No learner may enter the school premises while under the influence of weed/drugs or in possession of it.
- iv. The smoking, possession and/or use of any tobacco products, e-cigarettes, nicotine products e.g. cigarettes, alcohol or any alcoholic liquid, any substance that contains drugs, are forbidden at the school.
- v. This is applicable at any school activity.
- vi. Any of the mentioned substances are inadmissible and can cause a danger to the learner or others around him/her, including fellow learners and educators.
- vii. No learner may be under the influence of any prohibited substance or alcohol while dressed in school uniform.

### 3. Sanctions against the learner who does not adhere to the arrangements:

If there is a reasonable suspicion that a learner is under the influence of a prohibited substance, the school has the right to let the learner be tested by a representative, as appointed by the school principal. If the learner then tests positive, the parents/guardians will be informed immediately, and the learner must leave the school grounds. Such a learner will not be allowed to return to school, unless a negative test result is submitted.

No schoolwork will be kept from a learner and no learner will be refused to write a test or exam. Practical assessments that require that machines and/or equipment and /or appliances are used, will not be allowed. It is the learner's own responsibility to ensure that he/she gets all necessary schoolwork, and all tests are caught up with.

The principal and SGB reserves the right to request the head of education of the province to remove the learner from the school if:

- The learner refuses to get any help or do not stay on the programme for the duration required;
- The learner's behaviour, according to the code of conduct, doesn't improve.

### **APPENDIX D**

### **POLICY: Classroom rules**

The right choice is my choice... What I have, I give ... THE BEST THAT I CAN.

as a Klerkie-learner, am busy building my character in each class. To help me with that, I would like to:

- \* give my cooperation in every class to learn the values; and
- \* to live by the values in each classroom:











Respect

Caring

**Fairness** 

**Trustworthy** 

Responsibility

### 1. I make the right choice ✓ by showing the necessary respect teachers:



- i. I line up in a neat row in front of the class and wait for permission to enter the class.
- ii. I stand up straight behind my chair, wait for the teacher to greet and then I may sit down.
- iii. When I sit down, I immediately take out my books and stationery and pay attention when the teacher educates me.
- iv. At the end of the period, I await the order to orderly dismiss the class.
- v. My cellphone will be off and not be visible during class time. The teacher has the right to take my cellphone if I am busy with-it during class time.
- vi. I do not leave my table and walk around the class for no reason or **without permission**.
- vii. I greet when another teacher enters the class and then continue with my schoolwork.
- viii. When the intercom is in use, I am guiet and listen carefully to the announcement.
- ix. When the bell goes, I pack up my stuff, stand still behind my chair until the teacher greets us.
- x. I must always have my timetable with me to make sure which period I have next so that I can be at the correct class on time and not be lost.

### 2. I make the correct choice $\checkmark$ by showing respect towards:



### i. Myself:

- I have respect for my body, so I make sure that I am always clean and neat.
- Looking after my hair according to the school code of conduct.
- Wearing my school uniform with pride.
- I do not wear body jewellery like nose, tongue, or eyebrow piercings.
- I, as a boy, do not wear any earrings.
- I, as a girl, only wear earrings as prescribed, only one gold or silver button or standard, gold or silver ring per ear, and in the bottom piercing, if there are more than one. No gemstones are allowed.
- I only wear my hat outside of the classroom.
- I only wear my beanie as prescribed.
- My nails may not stick over my fingertips.
- I wear only colourless or see-through cutex and no make-up.
- I cover my tattoos as best as possible and won't expose them on purpose.

### ii. My environment:

- I keep my table clean and do not scratch on it with a pen or a sharp object.
- I help to keep the class clean and throw papers in the dustbin.

• I eat and drink during break time. No chewing of chewing gum is allowed during formal education.

### iii. Others' property:

- I do not damage any apparatus; I handle it with care.
- I ask to borrow something, not just take it.

# 3. I make the right choice $\checkmark$ by living by the values of caring $\longleftrightarrow$ and fairness when I acknowledge the right to education of my fellow learners and act responsibly $\bigstar$ :

- esponsibly :

   i. I help to create a safe environment that is free of weapons, drugs, smoking, porn and alcohol.
- ii. It is my responsibility to report when I see another learner is being bullied.
- iii. I help by being quiet and calm in class so that quality education can take place.

# 4. I make the right choice $\checkmark$ and act responsibly $\Rightarrow$ by giving my best and aiming high:

- i. I am always actively busy in my subject, work neatly and complete my work. It is my responsibility to make sure my book is always marked up to date.
- ii. I do my homework regularly and hand my work in on time.
- iii. I ask if I do not understand.
- iv. I do not shout out answers, I raise my hand to answer.
- v. My books and stationery must be at school each day.
- vi. I do not scratch or write in textbooks.
- vii. My parents/quardians sign my tests and exam papers.
- viii. If I am absent during tests and exams, I bring a letter otherwise I will lose marks.
- ix. If I am absent with reason, I must bring a letter from my parent/guardian/doctor.
- x. I am responsible to catch up on any lost work.

# 5. I make the right choice $\checkmark$ by acting responsibly $\checkmark$ when living by the value of trustworthiness $\checkmark$ :

- i. I come to school every day and am punctual for class.
- ii. If I arrive late at school, I first go to the office.
- iii. I only leave a class when I have a permission letter from the teacher where I am.
- iv. I follow the guidelines of the school's conduct:
  - I walk fast (**not run**) in single file to the next class.
  - I visit the bathroom only before school and during break, not during class time.
  - I do not use deodorant in class.

### 6. I make the right choice $\checkmark$ by acting trustworthy $\checkmark$ when:

- i. I do not take property of another learner or search their bags.
- ii. I do not take anything from the teacher's table.
- iii. I am honest in tests and exams.

### 7. Any wrong choice that I made, will be seen as an offence of the code of conduct.

### 8. Sanctions against the learner who does not adhere to the arrangements:

The learner will receive a category 1 demerit against his/her name.

### **APPENDIX E**

### POLICY: General centrum/workshop routines, guidelines and rules

- i. Learners assemble in front of the centrum.
- ii. Learners pitch at the centrum on time.
- iii. Educator receives learners on the porch and gives instruction to enter.
- iv. Move quickly and without a noise inside and assemble in rows.
- v. School bags and cases are stored according to centrum policy.
- vi. Register will be taken.
- vii. Putting on overalls (learner will wear overalls at all times in the centrum).
- viii. Protective clothing as determined for each specific centrum, must be worn during PAT.
- ix. No learner may leave the centrum without a permission letter from the educator.
- x. No unnecessary walking around is allowed inside the centrum.
- xi. Learners are not allowed to eat or drink in the centrum without permission.
- xii. No equipment, stock, appliances or ingredients may be taken, used or lawfully taken without the permission of the educator.
- xiii. No machine may be switched on or handled without the permission of the educator.
- xiv. The user of that station must clean each workstation.
- xv. All learners are responsible for the neatness of the specific centrum where they are trained and must therefore be part of an established cleaning team.
- xvi. Workspace must at all times be kept clean.
- xvii. Tools and equipment will be cleaned after the task has been completed.
- xviii. When tidying up, all instructions will be followed promptly and decently.
- xix. Educators must be treated respectfully at all times and tasks and assignments must be carried out promptly and decently.
- xx. No fooling around or walking around will be accepted.
- xxi. No fighting or insulting name calling that indicates physical defects, will be accepted.
- xxii. No loose hanging clothes, ties hanging out or loose hair are allowed.
- xxiii. Homework/tasks/assignments must be completed daily.
- xxiv. With the permission of the educator, the learners can undress and adjourn.

### Sanctions against the learner who does not adhere to the arrangements:

The learner will receive a category 1 demerit against his/her name.

### APPENDIX F

### **EXAMINATION RULES**

- 1. Learners must sit in allocated places throughout the entire time of the examination: **ALPHABETICAL**.
- 2. Learners will not be allowed into the class if they are late and pitch without a letter from the administrative office.
- 3. See to it that the spacing of the tables in the class is arranged in such a manner that the learners do not sit too close to one another.
- 4. Learners must face forward for the entire time, turned to the front of their tables. They may not stand up and walk around if the exam papers have not been collected yet.
- 5. Examination session is 08:00 -10:00. Give a learner the chance to complete the exam paper if the indicated time has run out and he/she is still busy writing.
- 6. If a learner is finished before time has run out, they must sit and be quiet until all exam papers have been collected.
- 7. All the exam papers are collected at the same time. Make sure that the learner's name and surname is on the exam paper.
- 8. If a learner is absent, write his/her name on an empty question paper and send it back with the rest of the exam papers to the subject educator.
- 9. Send the answer sheets and textbooks only **at the end of the session** to the subject teacher. It disrupts the learners if classes are continuously entered into.
- 10. If a subject teacher provided textbooks to the learners to study from, it must be collected at the beginning of the session.
- 11. Keep strict supervision, do not mark or do administrative duties walk in between learners for the entire time.
- 12. Learners will not be allowed to leave the classroom before the end of the session.
- 13. Learners may not talk or behave contrary to the examination rules.
- 14. There is no time for revision, so learners may only bring their **stationary with them**.
- 15. Only stationary may be visible on the learners` tables. No pencil cases, bags or pieces of paper allowed on the tables.
- 16. NO cellphones, earphones, smart watches are allowed to be with learners during the session. Let them leave it in their school bags in the front of the class.
- 17. Make sure of the instructions on the paper.
- 18. No borrowing is allowed from another learner if a learner does not have the necessary stationary.
- 19. The teacher must provide extra pens and rulers. We know our learners.
- 20. Accommodation learners must proceed to their exam classes immediately when the session starts.
- 21. Teachers must read the exam paper together with the learners, making sure all pages are present. Please **read** the comprehension tests for the learners before they write.
- 22. Teachers may not help learners in any way to answer their papers. They may only read and explain a question to them.
- 23. Learners may not help one another.
- 24. No conversations between teachers and learners are allowed during the session.
- 25. Learners may not leave for the bathroom during the session. Only in exceptional circumstances may a learner go with a permission letter.
- 26. If a learner is absent, the parents/guardians must provide written proof to the register teacher.
- 27. Register teachers must let the subject teachers know if a letter has been received for the day that the specific subject is written. The register teacher must send the letter to the Year Head so that it can be scanned and placed onto d6. The subject teacher must then determine if the learner will get an opportunity to write the exam paper.

- 28. A learner or teacher may not damage exam papers.
- 29. Teachers must be vigilant for any dishonesty of any kind.
- 30. If problems occur, take in the exam paper and hand the learner an empty exam paper to start again. Do not tear up the first paper.
  - **Therefore**: subject teachers must provide extra exam papers.
- 31. The first paper, with a reason for rewriting, is stapled onto the new paper and sent like that to the subject teacher.
- 32. Teachers must see to it that there is a calm atmosphere in the class. We respect the learners in the classes around us.
- 33. Learners must be dressed in full school uniform. No hats or beanies may be worn in classes.

### Sanctions against the learner who does not adhere to the arrangements:

Learners will receive demerits according to the offence.

### **APPENDIX G**

### **CODE OF CONDUCT ON BUSES**

- 1. Learners only sit on seats allocated to them.
- 2. Shuffling around on the bus is not allowed.
- 3. Learners may not stand up or walk around on the bus while the bus is moving.
- 4. No playing with pens or sharp objects on the bus.
- 5. Learners may not eat or drink on the bus. No chewing gum allowed.
- 6. No fighting, cursing or showing of "signs" to others.
- 7. Learners must be at the bus stop on time. No learner may be picked up or dropped off in any other place only at designated bus stops.
- 8. No noise on the bus. Please take other learners into consideration.
- 9. No luggage other than school bags and sports bags, for school and school trips are allowed on the bus.
- 10. "Friends" may not ride on the bus without permission of the principal.
- 11. Learners may not stick their head or any other body part out of the bus.
- 12. Learners may not throw **ANYTHING** out of the window of the bus.
- 13. No loud music on cellphones may be played on the bus. Cellphones may not be sent around.
- 14. Smoking and vaping are prohibited on the bus and at pick-up points.
- 15. No bullies are allowed on the bus.

### Criminal offences that can lead to arrest and disciplinary actions:

- 1. Theft of any kind, like cellphones, earphones or any possession of another learner.
- 2. Pepper spray on the bus or possession of pepper spray.
- 3. Tasers or any other apparatus that can hurt or traumatise another learner.
- 4. Any prohibited substance like weed or other substances that are not allowed.
- 5. Any weapons, knives, sharp objects, firearms, toy firearms or any weapon that can cause injury/damage or death.
- 6. Learners may not slap or assault another learner or curse on the bus, it is seen as assault.
- 7. Sexual remarks or activities, indecent exposure or sexual conversations are not allowed on the bus or at the bus stop.
- 8. The possession or distribution of pornographic material is prohibited.

### Sanctions against the learner who does not adhere to the arrangements:

At the beginning of the year, all bus learners receive the bus rules where he/she and his/her parents/guardians must sign to confirm that they are familiar with the rules and the sanctions and steps that can be taken if the rules are deviated from.

- i. First offense:
  - Written warning to learner and parents/guardians receive notification.
- ii. <u>Second offense</u>:
  - Interview with parents/guardians and learner.
- iii. Third offense:
  - Disciplinary hearing and temporary deposition from the bus.

- iv. If any category 3 offenses amounting to criminal actions, as stipulated in the bus rules, occur, there will be immediate removal from the bus and a disciplinary hearing will follow as soon as possible, with possible permanent deposition from the bus.
- v. Learners will receive demerits as the offense warrants.

Take note that any learner that does not adhere to these rules or that are guilty of bad behaviour, will immediately be removed from the bus!!

The bus service is a privilege and is there for all learners.

_	Mr CH ROOTMAN Principal	
[,		, parent/guardian of, hereby acknowledge receipt of above-mentioned letter.
	Signature of parent/guardian:	
	Signature of learner:	Date:

### **APPENDIX H**

### **POLICY: Learner attendance**

### 1. Purpose of the policy:

- i. to promote punctual and regular attendance in public schools; and
- ii. to provide public schools and provincial education departments (PDE's) with standard procedures for the recording, management and monitoring of learner attendance.

### 2. <u>Lawful framework:</u>

- 2.1 The National Minister of Basic Education approved the Policy for learner attendance with the approval of the Council of Education Ministers in terms of Section 3 of the Law on National Teaching Policy Act 27 of 1996, as it appeared in the National Gazette nr. 33150, dated 4 May 2010.
- 2.2 The policy includes the attached schedules and relevant instructions.
- 2.3 The policy of learner attendance is applicable to WH de Klerk School.

### 3. Motive for the policy:

### Importance of regular school attendance

The enrolment of learners and their punctual and regular attendance in school is a requirement for an educated nation. Enrolment and punctual, regular school attendance is furthermore important, because:

- 3.1 each school has the responsibility to protect each learner's fundamental right to education;
- 3.2 school enrolment obliges the learner to attend school punctually and regularly, unless a valid reason is provided for absenteeism;
- 3.3 a school that combats absenteeism without reason, will improve learner retention and performance;
- 3.4 regular school attendance has an inhibitory effect on teenage pregnancies and HIV-infections;

### 4. Learner absence:

### **Description of absence**

A learner is considered absent from school if the learner is not present in the class or any other school activity.

### 5. Valid reason for absence:

- 5.1 Although punctual and regular presence is necessary, it can be possible or likely that a learner does not attend school from time to time. Any of the following is a valid reason for a learner's absence from the school:
  - i. Physical or mental illness, in which case the school principal may insist on communication with the parents/guardians for confirmation that the learner cannot attend school, or a written confirmation from a registered medical practitioner or traditional healer if the indisposition occurs longer than three days.
  - ii. Childbirth, subject to written confirmation from a medical practitioner or registered midwife. The learner will also be advised to, for the safety of herself and the unborn baby, stay at home 4 weeks before the childbirth till 4 6 weeks after the childbirth. The learner will be

- removed from the class register for the time being and will be allowed back into the same class when she returns to school.
- iii. Religious and culture practice, which in terms of the National School Calendar, is approved by the SGB.
- iv. Death of a family member.
- v. An appointment at a court or social services or an official agency, in which case the school principal (or his delegate) can insist on documentary evidence.
- vi. Temporary expulsion by the SGB.
- vii. Natural causes or forces (events beyond human control).
- viii. Exceptional circumstances where temporary absence from the school by the principal's opinion:
  - \* is in learner's interest; or
  - \* is inevitable.
- 5.2 Absence without valid reasons is unacceptable and should be followed up as soon as possible, as explained beneath.

### 6. Responsibilities:

- 6.1 Responsibilities of the school principal:
  - 6.1.1 The school principal, in collaboration with the SBST and SGB, is responsible for creating a culture of regular and punctual school attendance.
  - 6.1.2 The school principal is responsible for creating a compassionate school environment, wherein the SBST and the educators are genuinely interested in each learner's well-being and are conscious of what can affect a learner's school attendance.
  - 6.1.3 Subjected to the conditions of Section 16A of the South African Schools Act of 1996 and Section 4 of the PAM, the school principal may require, according to the policy, responsibilities assigned to members of the staff:
    - i. Mr. H Müller controlling learner absences during tests and examinations.
      - follow up of absences, investigation and establishing of a culture of punctuality and regular school attendance.
      - setting up of period and centrum registers.
    - ii. Ms. D Ferreira recording of absences on the d6 program and sending of SMS regarding the daily absences of learners to parents/guardians of the learners.
      - contacting parents/guardians of absent learners, controlling and letters to class and centrum teachers for learners that arrive late.
      - scanning of all documentation explaining absenteeism.
    - iii. Ms. Z du Preez recording of learners on the d6 programme.
      - deleting of learners from the d6 programme and completion of relevant documentation.
  - 6.1.4 The school principal must ensure that staff members that are delegated the responsibility of school attendance matters, must understand the importance of accurate recording and careful checking and they must be capable of conducting these tasks.
  - 6.1.5 The school principal is responsible for ensuring that class registers and daily period registers are made available, that they are updated and monitored on a regular basis and that they are kept safe according to the terms of this policy.
  - 6.1.6 If a learner is absent for more than three consecutive days without a valid reason, the school principal (or his delegate) must:
    - i. inform the learner's parents/guardians of the importance of school attendance;

- ii. emphasize the responsibility of the learner's punctuality and regular school attendance based on the school's code of conduct for learners;
- iii. inform the parents/guardians of the lawful implications of Section 3 of the South African Schools Act, if the learner is of compulsory school age;
- iv. the parents/guardians of the learner be informed that the learner may be removed from the class register due to continuous absence;
- v. request that the learner return to school;
- vi. if necessary, request the support of the district office; and,
- vii. where necessary, request support of the government or non-governmental social support groups.
- 6.1.7 If, despite the intervention of the school principal (or his delegate), a learner still continues to be absent without a valid reason, the school principal (or his delegate) must:
  - i. accuse the learner of breaking of the code of conduct for learners; or
  - ii. cancel the learner's record on the class register if the learner is absent for more than ten (10) consecutive school days.
- 6.1.8 If a learner is removed from the class register, then the school principal (or his delegate) must:
  - i. inform the learner's parents/quardians thereof; and,
  - ii. if a learner is still of compulsory school age, inform the district office of the date and reason for cancellation.
- 6.1.9 The school principal must examine and analyse the school attendance register and attach the reports by him, in terms of Section 16A of the South African Schools Act and present it to the Departmental Heads and SGB.

### 6.2 Responsibilities of the educators

### A. The register teacher:

- i. or in case he/she is absent, the assistant register teacher is responsible for the off ticking of the daily attendance register during the register period that will occur daily.
- ii. must send the register to ms. D Ferreira, immediately after it has been completed.
- iii. must inform the school principal (or his delegate) if a learner has been absent for more than three days or longer, so that it can be followed up with the parents/quardians.
- iv. must ensure that all documentation (letters) regarding absenteeism is sent to ms. D Ferreira/year heads for scanning and uploading onto the d6 system.

### B. The subject teacher:

- i. must control, complete and sign the period register during his/her period.
- ii. must collect the period register at the end of periods 6 and 10 and send it to mr. H
- iii. must insist that a learner that arrives late for the period, show a permission letter/reason.

### C. The occupational teacher:

- i. must tick off the centrum register with the commencement of each session.
- ii. must insist that a learner that arrives late for the period, show a permission letter/ reason.
- iii. must report suspicious absenteeism to the school principal (or his delegate).

### 6.3 Responsibilities of the class leaders:

- 6.3.1 He/she must take the period register from the register teacher.
- 6.3.2 Must make sure that the subject teacher controls the period register.

### 6.4 Responsibilities of the learners:

- 6.4.1 Attend school regularly and punctually.
- 6.4.2 If a learner is absent, hand in a letter from his/her parents/guardians to the register teacher that explains the absence.
- 6.4.3 If he/she arrives late for school, the learner must report to ms. D Ferreira. She will provide a note as proof that must be handed over to the subject teacher, whereby the learner must be allowed to the class. This note must be kept in the period register.

### 6.5 Responsibilities of the parents/guardians:

- 6.5.1 Understand the legal implications of Section 3 of the South African Schools Act of compulsory school attendance;
- 6.5.2 Ensure that their child(ren) attend(s) school daily;
- 6.5.3 Ensure that their child(ren) is/are punctual;
- 6.5.4 Note that learners are not kept out of school unless there is a valid reason therefor;
- 6.5.5 Must inform the school principal or class teacher if a learner is absent or will be late for school, by providing a valid reason.
- 6.5.6 Must cooperate with the school, that when a learner is absent without a valid reason, resolve the problem; and
- 6.5.7 Encourage the learner, where applicable, to catch up with outstanding work due to absenteeism.

### 6.6 Responsibilities of the school:

- 6.6.1 The school community, under leadership of the school principal and SGB, is responsible for promotion and control of school attendance so that learners can benefit from it as much as possible.
- 6.6.2 The school will offer support to the learner that was absent, to catch up on outstanding work and assessments.

### 7. Measures that will promote learner presence:

- 7.1 On Fridays official tests will be administered according to a preset schedule.
- 7.2 If a learner is absent, without a valid reason, the learner will receive zero (0) for the specific test.
- 7.3 Learners that obtain 100% school attendance during a term, will receive a merit.
- 7.4 Learners that obtain 100% school attendance during the year, will receive a merit.
- 7.5 SMS will be sent to parents/guardians if a learner is absent.

### **APPENDIX I**

### **POLICY: Signing out of learners**

- 1. Learners can be signed out at the administrative office, only by their parents/guardians, unless an arrangement has been made telephonically with the principal/deputy principals.
- 2. The administrative lady will hand over the signing out-form to the learner.
- 3. Learners must first obtain a signing out-form that must be signed by all his/her teachers before the school premises may be exited.
- 4. Learners are responsible for the catching up of work/assessments that were missed.
- 5. The responsible person (administrative office) will upload the letter on the child's profile on d6.

W.H. DE KLERK SKOOL SCHOOL	NOTICE THAT THE LEARNER W	ILL BE SIGNED OUT	Date:
	Reason:		Time:
	Signed out by:		
	Contact number of parents/guardians:		
Name an	nd surname of learner:		Group:
Initial ne	xt to your subject as proof that you are aware of t	he arrangement.	
Afrikaan	s FAL:	Engels Home Language:	
NS:		Mathematics:	
PSW:		LO:	
Singing/	Arts:	Occupational subject:	
Mr. C Ro	otman/ C du Preez/ Ms. SM Ly Renshurg:		

### **APPENDIX J**

### **POLICY: Bully behaviour**

### 1. Introduction

This document is the policy of bully behaviour of WH de Klerk School, as approved by the SGB. The policy is based on the values of caring, respect, responsibility, trustworthiness and fairness. The policy is drafted in collaboration with:

- the provisions of the Constitution of South Africa, 1996;
- the South African Schools Act 84 of 1996 ('the Schools Act');
- the National Education Policy Act 27 of 1996;
- applicable provincial legislation about school education;
- the Protection from Harassment Act 17 of 2011;
- the Criminal Law (Sexual Offences and Related Matters), 2007; and
- the United Nations Convention on the Rights of a Child, 1989.

### 2. We strive towards:

- 2.1 Creating a safe, friendly environment with care for all learners to be able to learn in a relaxing and safe atmosphere.
- 2.2 Creating a structure to deal with bully behaviour.
- 2.3 Reassuring parents and learners with the thought that bully behaviour is unacceptable for the school and that they will be supported when reporting that they have been bullied.
- 2.4 Supporting educators, who must handle bully behaviour effectively.
- 2.5 Creating a climate where all learners are informed and understand all forms of bully behaviour and where they are empowered to stand up against it.
- 2.6 Creating a bully free environment which shall contribute to learners' development of healthy conflict handling, good human relations, positive self-image and strong characteristics.

### 3. What is bullying?

Any behaviour with the aim of hurting, injuring or threatening another person. It causes pain, discomfort, powerlessness and fear within the victim. Bullying behaviour is revealed when an individual or group does not stop tormenting when he/she gets asked to.

It includes the following:

- a. **Physical bullying:** Bodily harms such as: bump, push, kick, hit, punch, insulting comments or any other form of violence. Materialistic damage by damaging or destroying another persons' property.
- b. **Verbal bullying:** The use of words to insult, swear, gossip, threaten, intimidate, blackmail, tease or mock another person.
- c. Emotional bullying: Behaviour that can lead to psychological damage, exclusion from group, distribution of true/false information, intimidation, blackmailing, influencing a person to avoid/ignore another person, making fun of someone or to dominate a person.
- d. **Sexual bullying:** Inappropriate/disruptive behaviour, unwanted bodily contact, exposure to pornographic material/sexed photos of other learners.
- e. **Technological (Cyber) bullying:** Abuse of the internet/technology or any electronic communication, which includes the sending of texts, signs, signals, images, sounds, data or information of any kind to a person that is private/false. Threatening and insulting another through any technology like cellphones, Facebook, Instagram, etc.

### 4. Who is the bully?

- 4.1 It is those who are destructive towards those who are more fragile, smaller, physically and mentally weaker, are in the minority and are insecure or shy. Learners with bodily deformities are also likely to be targeted.
- 4.2 Bullies are likely to suffer from weak or exaggerated self-esteem (unrealistic self-esteem), feel insecure, want to feel that they are superior, have no self-respect, are intolerant towards others, inability to practice self-control and pursue self-control at the expense of others.
- 4.3 Bullies do not have to be physically big but act manipulative especially in front of friends.
- 4.4 Bullies in relation to school can be other learners, teachers and even parents.

### 5. Signs and symptoms of the victim:

- 5.1 <u>Academic indications</u>: concentration problems, change in performance, quality of work decreases, stop doing homework/chores, decrease in participation in class activities.
- 5.2 <u>Social indications</u>: Refusing to attend school often absent, incredibly stressed, unhappy at school, withdrawn, loses interest and stops doing that what he/she enjoyed previously, depression and suicidal thoughts.
- 5.3 <u>Physical indications</u>: bruises and/or scrapes and/or cuts, stops to eat, aggressive, disruptive, hits others, struggles to sleep, apologies for absences, weepy, withdrawn, psycho-somatic symptoms like headache and tummy ache.

### 6. Procedures for handling bully behaviour:

<u>Preventative behaviour</u>: Be proactive rather than reactive.

### 6.1 Role of the school:

- i. Create awareness among learners about what bullying is and that it is unacceptable.
- ii. Explain rules as indicated in the code of conduct.
- iii. Consistent application of rules and guidelines, focus on positive behaviour and educators set an example of respect.
- iv. Educators receive in-service training about bully behaviour.
- v. Awareness of incidents and behaviour during incidents.
- vi. Bring incidents under educators' attention during staff meetings.
- vii. Purpose of this is to support learners and confidentiality is a requirement.
- viii. Bully incidents where a learner's name occurs, are reported at the departmental heads, year heads or deputy principals, they will then engage in conversation with the learner.
- ix. With the next incident, the year head or deputy principals will contact the parents.
- x. If more incidents occur, the learner is referred to the school's support team.

### 6.2 Role of the parent:

- i. Parents must treat their children with respect, they follow the example set for them.
- ii. Know your child's friends.
- iii. Be aware to any behavioural changes of your child at home.
- iv. Do not engage in retaliatory reactions and do not encourage them.
- v. Do not overreact, not all conflict between children is bully behaviour.
- vi. Report bully behaviour at school.
- vii. Listen carefully when your child shares with you of him/her being bullied, show that you care and support them with positive remarks and solutions.
- viii. Give constructive advice do not encourage your child to bully back.

### 7. Management of parties involved:

Manage bully related incidents with prudence. Learners will be questioned individually and each the party will be managed with care. The rights of both parties will always be respected. The needs of both parties will be considered and addressed.

### 7.1 The bully can be reported in the following ways:

- 7.1.1 Report by register or class teacher, lay a complaint by means of a report with the necessary information, who is the bully(s), where and how it happened. Reports by eyewitnesses are important.
- 7.1.2 Statements are taken from both the bully and the victim.
- 7.1.3 Parents of the accused are informed about the situation through an interview with the year head/deputy principals/support team of the school.
- 7.1.4 The state of mind of the victim will be determined and whether he/she will be sent home.
- 7.1.5 The year head/deputy principals/support team of the school will determine, after all information gathered, what arrangements will be made to secure the victim.
- 7.1.6 The identified bully will be referred for support/therapy by the school's support team.
- 7.1.7 Disciplinary action can be taken against the bully.

### 7.2 The victim:

- 7.2.1 The year heads, departmental heads, deputy principals and principal must investigate how long the bullying has been going on.
- 7.2.2 Investigate the situation carefully and consider the victim's needs.
- 7.2.3 These needs must be communicated to the parents.
- 7.2.4 There will be decided jointly how to deal with the needs.
- 7.2.5 The school's support team can be used for help.
- 7.2.6 Parents are entitled to consult for advice from outside the school.
- 7.2.7 The school must receive a regular report about the progress of the case.

### 8. Importance of action against bully behaviour:

- 8.1 Everyone has the right to be treated with respect.
- 8.2 Learners must be educated to deal with bully behaviour.
- 8.3 The school is responsible to act immediately and efficiently regarding incidents of bully behaviour.
- 8.4 Help is provided to both parties.
- 8.5 Bullies must be disciplined and supported in learning acceptable behaviour.
- 8.6 The victim must be informed of ways to oversee a bully and must have the boldness to report a bully to an educator.
- 8.7 Make provision in the school's programme for laying down the values of the school.
- 8.8 Victims can turn to criminal or civil law and for more information, the "Centre for Justice and Crime Prevention" website can be consulted.

### Part 3

### **Merit system**

### 1. Continuous rewards

Learners that act according to the code of conduct of the school, receive continuous rewards in the form of merit certificates and buttons.

This system thus represents positive behavioural actions of the demerit system.

The merit system consists of 3 categories:

i. Category 1: Rewards (+5 points)

ii. Category 2: Rewards (+10 points)

iii. Category 3: Rewards (+20 points)

### Category 1-reward

WAAR DE	POSITIEWE GEDRAG POSITIVE BEHAVIOUR	+5	WAAR DE	POSITIEWE GEDRAG POSITIVE BEHAVIOUR	+5
VALUE	POSITIVE BEHAVIOUR		VALUE	POSITIVE BEHAVIOUR	
V	Werk <b>gereeld</b> hard/pligsgetrou.		0	Leerder bied <b>gereeld/altyd</b> hulp uit vrye wil aan.	
	Continually works hard and diligently.			Learner helps regularly/ voluntarily.	
V	Doen <b>gereeld</b> huiswerk volledig en getrou.		R	Nie arrogante houding en is <b>altyd</b> beleef.	
	Homework done <b>regularly</b> , faithfully and complete.			Always courteous, no arrogant attitude.	
V	<b>Gereeld</b> betyds vir skool/klas/sentrum/werkswinkel.		V	Volhoubare entoesiasme voor en tydens	
	Regularly punctual at school/class/workshop/			praktiese lesse (kwartaalliks)	
	centrum.			Sustainable enthusiasm before and during	
				practical lessons. (per term)	
V	Voer opdragte/pligte <b>buitengewoon</b> uit.		V	<b>Leierskap</b> t.o.v. uitdeel van apparate en boeke.	
	Task/assignments are handled <b>exceptionally</b> well.			Showing <b>leadership</b> when handing out	
				apparatus/ tools/ books.	
V	Skryfbehoeftes/skrif/handboek <b>gereeld</b> by die skool.		0	Hulpvaardig teenoor mede-leerders in	
	<b>Regularly</b> have stationery/books/ textbook at hand			klas/werkswinkel/sentrum.	
	at school.			Always <b>offering</b> help to fellow learners in	
				class/workshop/centrum.	
V	Dra <b>gereeld</b> oorpak en dit is netjies en skoon.		V	Neem <b>altyd</b> inisiatief tydens opdragte en projekte	
	Regularly wears neat and clean overall.			in werkswinkel/klas (daaglikse basis)	
				<b>Always</b> takes initiative during assignments and	
				projects in workshop/centrum/class. (daily)	
V	<b>Gereeld</b> voorbereid vir mondelinge opdragte.		V	Entoesiastiese klas/sentrum/werkswinkel	
	<b>Regularly</b> prepared for oral assignments.			deelname.	
				Enthusiastic class/centrum/workshop	
				participation.	
0	Ons is bedagsaam en groet <b>deurlopend</b> .		V	Toetspunte <b>verbeter</b> kwartaalliks – vakverband.	
	We are considerate and greet each other throughout			Test marks <b>improve</b> per term – subject related.	
	the day.				1
0	Ons <b>vergewe</b> mekaar en leef dit.		V	<b>Bo 75%</b> vir Vrydae toetsreeks.	
	We <b>forgive</b> one another and live it!			Mark of <b>above</b> 75% Friday test series.	1
0	Ons <b>aanvaar</b> mekaar, verskille en al.		V	<b>5 keer</b> vol punte vir speltoetse	
	We <b>accept</b> one another with all our differences.			(Taledepartement).	
				<b>5 x</b> full marks for spelling tests (Language	
				department).	1
V	Werk van <b>hoogstaande</b> gehalte of die verrigting van		V	Meriete per totaal van <b>5 plakkers</b> vir uitstaande	
	addisionele werk.			werk per vak.	
	Work of <b>eminent</b> quality or doing additional work.			Merit for every <b>5 stickers</b> for excellent work per	
				subject.	1
V	Toon van deursettingsvermoë.				
	Showing <b>perseverance</b> .				

### Category 2-reward

WAAR DE VALUE	POSITIEWE GEDRAG POSITIVE BEHAVIOUR	+10	WAAR DE VALUE	POSITIEWE GEDRAG POSITIVE BEHAVIOUR	+10
R	Gebruik <b>nooit</b> kru-taal of deel in vuilgesprekke/skinderstories nie (klas/sentrum verband). <b>Never</b> gossip or use foul language (class/centrum).		В	Is <b>uitsonderlik</b> gehoorsaam en eerlik. <b>Exceptionally</b> honest and obedient.	
V	Buitengewone prestasie op sport of kulturele gebied. Outstanding achievement in cultural and sport items.		R	Neem <b>inisiatief</b> om klas, meubels, terrein, opleidingsapparaat, toerusting te versorg en deeglik te onderhou.  Taking <b>initiative</b> to care for and thoroughly maintain class, furniture, grounds, training equipment and equipment.	
V	<b>Buitengewone</b> leierskwalititeite word getoon. <b>Outstanding</b> leadership qualities are shown		V	Gemiddeld op rapport 75% en meer per kwartaal.  Average of 75% and more per term on report card.	
В	Doen die regte ding as <b>niemand</b> kyk nie. Doing the right thing although <b>nobody</b> is watching.		V	100% skoolbywoning per kwartaal. 100% school attendance per term.	
R	Hare, skooldrag en voorkoms is <b>altyd</b> onberispelik. (kwartaalliks) Hair, school uniform and general appearance <b>always</b> impeccable (quarterly)		Reg	Tas nie ander se <b>menswaardigheid</b> aan nie. Does not affect the <b>human dignity</b> of others.	
R	Betoon <b>altyd</b> respek teenoor opvoeders en mede-leerders. <b>Always</b> show respect towards educators and fellow learners.		Reg	Tree <b>altyd</b> in om mede-leerlinge te beskerm. <b>Always</b> intervene to protect fellow learners.	
Reg	Tree <b>altyd</b> op om mede-leerders te beskerm teen boeliegedrag. <b>Always</b> act to protect fellow learners from bullying.		Reg	Diskrimineer nie teenoor leerders t.o.v. etniese groepe/taal/geloof nie.  Do not discriminate against other learners regarding ethnical group/language/religion.	

### Category 3-reward

WAAR DE VALUE	POSITIEWE GEDRAG POSITIVE BEHAVIOUR	+20	WAAR DE VALUE	POSITIEWE GEDRAG POSITIVE BEHAVIOUR	+20
V	Buitegewone prestasie op sport (nasionale) en kulturele gebied- gekoppel aan waardegedrewe gedrag. Extraordinary performance in sport and cultural area - linked to value driven behaviour.		V	Jaarpunt op rapport 75% en meer - gekoppel aan waardegedrewe gedrag. Year mark on report 75% and more - linked to value driven behaviour.	
В	Toekenning van <b>Waardegedrewe Klerkie- prestasie</b> .  Awarding <b>Value driven Klerkie performance</b> – Award of value.		V	100% skoolbywoning per jaar. 100% school attendance per year.	

Procedures for determining a value button and certificate.

- 1. Teachers complete the merit forms according to the learner's positive/value driven behaviour (not one time behaviour, but over a period of at least a week).
- 2. The merit forms are handed in at a particular place in the Administrative office for coding onto d6.
- 3. A chosen member of the Value committee codes the merits onto d6.
- 4. d6 generates merit letters when a learner obtains 45, 90, 120, 150 or more points on the merit system. **This means**: the demerit points obtained by a learner on that point, are only deducted from a learner's total merit points. If the remaining amount is 45, 90, 120, 150 or more, the learner qualifies for a merit button and certificate. The chosen member of the Value committee, for coding of the values, makes a weekly printout of the letters.
- 5. The chosen member of the Value committee prints letters that are handed over to the head of discipline, which is then handed over to the coordinator of the Value committee, to determine which value button and certificate the learner has achieved. The value of the merit that the learner achieved most on that stadium, will be the value button and certificate that the learner receives. When the learner qualifies again, he/she will receive a button and certificate of the value lived by second most. This process is continuously recorded in writing in the SBST-file, under the section Value committee, by the co-ordinator of the Value committee.
- 6. At the end of the year all merits are cancelled and with the commencement of the new year the learner will start again to obtain merits to qualify for merit buttons and certificates.
- 7. With exception on number 6:
  - \* Learners that have 100% school attendance for the year.
  - \* Learners with a year mark of 75% and more.

Above mentioned entries will be done in the next year by the responsible person.

WH de Klerk School is aware of the pressure on the learners through negative friends/peers to strive towards living wrongfully and by non-value driven behaviour. Social media contributes to bringing unacceptable behaviour to the fore and speaks highly of it. This is one of the motives for rewarding value driven learners yearly.

### 2. Half yearly rewards:

At the end of the second and fourth term one learner out of each register class, who has the highest merits at that point, will be rewarded at the discretion of the school (after all demerits have been deducted). If a learner is absent on the specific day, he/she forfeits the reward. If a valid proof of reason for absence is handed in at the head of the value committee, he/she is eligible to redeem an equivalent reward.

### 3. Yearly rewards:

3.1 One learner from the Junior and Senior phase that showed the most value driven behaviour throughout the year, will each respectively receive a Junior Value Klerkie-floating trophy and a Senior Value Klerkie-floating trophy at the school's yearly merit function. The Value committee identifies the particular learners.

The criteria are based on the following:

- a. Number of merits throughout the year; and
- b. Learner(s) who practically lived out the merits most faithfully in their daily life.
- c. Participation in extra mural activities.
- 3.2 These achievements will also be included in the senior learners' testimonials. The same achievements will be coded onto d6 for the juniors' future notice and references.

#### Part 4

### **Procedural aspects**

### Procedures for disciplinary action against learners

The system of punitive measures for misconduct is used as an educational tool to promote a child's development.

Every learner is fully informed about the functioning of the system and must experience it fairly. The violations that are considered unacceptable, will be discussed during register periods.

The learner starts each year on a clean slate.

Any referral to the SGB, in this disciplinary procedure, includes the disciplinary committee of the SGB.

In the case of violating any of the provisions that are prescribed in the code of conduct, a disciplinary hearing will follow. For the application of this disciplinary procedure, misbehaviour can be divided into three categories. This correlates with the different disciplinary steps that can be followed and the different procedures that can be followed in treatment of misbehaviour. In the case of violation of any of the above-mentioned provisions, such a violation must be referred to an educator/departmental head/year head/deputy principals/principal of the school and that educator is empowered to apply the following punitive measures:

### 1. Disciplinary actions

### 1.1 Category 1-violation

- \* Demerits are assigned and referred to the Departmental Head.
- \* The Departmental Head will code it onto d6.

Kategorie/Category 1									
Personeel hanteer self, vul rapporteringsbrief in, stud	ır na	Departementshoof.							
	Educator handles situation him/herself. Sends reporting letter to the Departmental Head								
	-5		-5						
Besig met ander dinge eerder as werk/leer.		Vuil gesprekke/skinder.							
Busy with other things besides work or studying.		Dirty conversations/gossip.							
Handboek/Skrif ontbreek.		Ignoreer leier se opdrag.							
Textbook/book not at school.		Ignoring leader's command.							
Huiswerk ontbreek/onvolledig.		Onwillig om oorpak te dra.							
Homework not done/incompleted.		Unwilling to wear overall.							
Laat vir skool/klas/sentrum/werkswinkel.		Aanhoudende praat en geluide maak.							
Late for school/class/centrum/workshop.		Constant talking and making noises.							
Onbevredigende uitvoer van opdrag/pligte.		Onvoorbereid vir mondelinge opdrag.							
Unsatisfactory execution of instructions/duties.		Not prepared for oral.							
Sentrumprojek nie voltooi.		Slaap in die klas/sentrum/werkswinkels.							
Centrum project not completed.		Sleep in the class/centrum/workshop.							

### 1.2 Category 2-violation

- \* Demerits are assigned and referred to the Departmental Head.
- \* The Departmental Head will code it onto d6.

Kategorie/Category 2 Vul rapporteringsbrief in en stuur na Departementshoof. Complete reporting letter and send it to the Departmental Head.					
	-10		-10		
Aantas van ander se menswaardigheid.  Infringement of others' human dignity.		Verkoop van kougom/suigstokkies ens. Selling chewing gum/lollipops/sweets ect.			

Afskryf van huiswerk. Copying homework.	Laat sportspan/kultuurgroep in die steek vir oefening of deelname.  Not supporting sports team/cultural group as per event/practise.
Arrogante houding.	Oneerlikheid (leuens)
Arrogant attitude.	Dishonesty (lies)
Bemors klas/meubels/badkamers/terrain.	Ongehoorsaamheid
Mess in class/on furniture/in toilets and on school grounds.	Disobedience
Betree verbode terrein.	Ontwrig klas/saalbyeenkoms/leersituasie.
Enters forbidden terrain.	Disrupt class/assembly/learning situation.
Disrespek teenoor 'n opvoeder.	Peuter met ander se eiendom.
Disrespectful behaviour towards educator.	Tampers with other people's property.
Dra van juwele/grimering.  Wearing jewellery/makeup.	Rook op skoolterrein/ in skooldrag buitekant skoolgronde.  Smoking on school grounds/and in school uniform outside school grounds.
Gebruik van elektroniese media in klas/sentrum/gange.  Use of electronic media in classroom/workshops/passages.	Spoeg.  Spitting.
Hare, skooldrag, voorkoms (skoolbeleid).	Waardes word nie eerbiedig nie.
Hair, school uniform, appearance (school policy).	Values are not honoured.
Onwelvoeglike taal/briewe.	Gevaarlike speletjies.
Indecent language/letters.	Playing dangerous games.
Verlaat klas/sentrum sonder toestemming.	Graffiti
Leaves class/centrum without permission.	Graffiti
"Bank" sentrum of klas.	Intimidasie/afdreiging.
"Bunking" class/workshop/centrum.	Intimidation/threatening others.
Aanranding/bakleiery minder ernstig.	Besit van 'n vape op skoolbus/skoolgronde.
Assaulting – less serious.	In possession of a vape on school bus/school grounds.

### 1.3 Category 3-violation

- \* Demerits are assigned and referred to the disciplinary head/officer.
- \* The disciplinary head/officer will code it onto d6.
- \* Parents/guardians will be notified and must visit the school.

Vul rapporteringsbrief in en stuur na mnr C du Preez/R Labuschagne.

Complete reporting letter and send to mr C du Preez/R Labuschagne.

Kategorie/Category 3:

Erge gedragsafwyking en morele oortredings.

Severe behavioural disorder and moral offences.

	-20		-20
Aanranding/bakleiery		Rassisme	
Assaulting		Racism	
Afknouery (boelie – emosioneel, fisiek, kuber, ens.)		Verlaat skoolterrein sonder toestemming.	
Bullying (emotional, physical, cyber, etc.)		Leaves school grounds without permission.	
Besit verbode middels op skoolterrein.		Seksuele wangedrag.	
Possession of prohibited substances on school		Sexual misconduct.	
grounds.			
Besit pornografiese/erotiese materiaal.		Swak gedrag in openbaar.	
Possession of pornographic/erotic material.		Poor behaviour in public.	
Diefstal		Swak gedrag op bus/skoolvervoer.	
Theft		Poor behaviour on bus/school transport.	
Ernstige aggressiewe gedrag.		Urineer in openbaar.	
Serious aggressive behaviour.		Urinating in public.	
Gebruik /onder invloed van verbode middels.		Vandalisme	
Use/under the influence of prohibited		Vandalism	
substances.			
Onbetaamlike gedrag (betasting/fisiek).		Oneerlikheid in toets/eksamen/assessering.	
Indecent behaviour (affliction/physical).		Dishonesty during test/examination/ assessment.	
Ondermyning van gesag (ernstig).		Besit van gevaarlike wapens.	
Severe undermining of authority.		Possession of dangerous weapons.	

Brandstigting	Bende aktiwiteite.
Arson	Gang activities.
Inbraak	Steek met gevaarlike wapens.
Burglary	Stabbing with dangerous weapons.

#### **Sanctions:** d6 generates letters.

The merits are **not** eligible when demerit letters are generated.

- \* The responsible year head prints the letters, signs them and hands them over to the learner.
- \* The letters are loaded onto d6.
- \* An SMS is sent to the parents/guardians.

#### - 70 Demerit points: first warning letter.

- i. The parent/guardian will be informed by letter, of the date and time of the appointment with the year head.
- ii. The parents/guardians and the learner will sign a <u>Learner commitment document</u> during the appointment, whereby they will familiarize themselves and commit to the content of the document. The document must be placed on d6.
- iii. A two week period will be allowed.
- iv. If the learner fails to give the letter to his/her parents/guardians for notification, or if the parents/guardians do not turn up for the appoinment and there is evidence on d6 that the year head have tried to contact the parents/guardians, a letter undersigned by the principal and year head/disciplinary officer, will be handed to the learner.
- v. The content of the said letter stipulates that such learner may not attend school, before the parents/guardians have accompanied the learner to school.
- vi. During the appointment, the neccesary discussions will be held regarding the learner's misconduct and corrective action will be suggested to support the learner.

#### - 140 Demerit points: second warning letter

If the learner's behaviour continues and -140 demerit points are reached, the same process as with -70 demerit points will be followed.

### - 210 demerit points: internal-disciplinary hearing

- i. If the learner continues with poor behaviour and exceeds -210 demerit points, an internal hearing will be held.
- ii. The parents/guardiasn will be informed by letter of the date and time of the hearing. The parents/guardians can atend the hearing as observers.
- iii. If the learner fails to attend the hearing, the learner will receive a letter, addressed to his/her parents/guardians that the learner may not attend school, before the parents/guardians have confirmed a new hearing date with the disciplinary committee and the hearing took place.

#### - More than 280 demerit points: external disciplinary hearing by the SGB.

- i. If the learner's offenses continues and -280 demerit points are reached, the disciplinary officer/principal will inform the parents/guardians by notice of the date and time of the external discciplinary hearing, where the SGB will be present.
- ii. If the learner fails to attend the hearing, the learner will receive a letter, addressed to his/her parents/guardians that the learner may not attend school, before the parents/guardians have confirmed a new hearing date with the disciplinary committee and the hearing took place, in order to determine the learner's continued school career.

If the learner continues his/her poor behaviour, after all previous steps have been followed and more demerit points are gathered, taking into consideration the severity of the offenses, the case will be forwarded to the **HOD (Mbombela)**.

The SGB, in collaboration with the HOD (Mbombela), can decide on the following measures:

- i. Possible expulsion of seven school days that may be extended to fourteen days or an indefinite period.
- ii. Permanent expulsion.
- iii. SAPS criminl investigation.
- iv. Combination of the above.
- v. Or with the refferal to a psychologist or for any test/programme e.g. SANCA or NICRO or for psychological evaluation, etc. where the learner won't attend school for an indefinite period, because of a support action to assist the learner.
- vi. Such learner will not be considered suspended, expelled or absent and the period of absence will be considered as rehabilitation or a support plan to assist such learner.
- vii. Any reports, medical or psychological, must be made available to the school so that it can be placed on the learner's file. The information must be handled discretely.

#### 2. Temporary expulsion

The SGB can, on reasonable grounds and as a precautionary measure, temporarily expel a learner who is suspected of having committed a serious misconduct (category 3) for up to seven school days but can only impose such expulsion after the learner has had a reasonable opportunity to make representations in this regard.

If prohibited substances were involved, the period can be undetermined until the learner can present a negative result - refer to the Law on Occupational Health and Safety, Act 85 of 1993.

#### 3. Disciplinary hearing

# **Disciplinary committee**

#### A. Internal committee:

- a. Chairperson: Disciplinary head/officer
- b. Prosecutor
- c. Year head

#### **B. External committee**

- a. Chairperson (SGB)
- b. Representative (SGB)
- c. Disciplinary head/officer
- d. Secretary (school)

#### 3.1 Preliminary investigation

When a learner is alleged or suspected of having committed a serious offence (category 3), the school principal can appoint an investigating officer. Last mentioned will collect information so that the school principal can decide if a disciplinary hearing is necessary.

If such an offense occurs on the buses, a hearing will happen as soon as possible.

#### 3.2 **Hearing**

- 3.2.1 The investigation officer draws up a formal accusation and the parents/guardians and the learner receive a written notice of the offence and the place, date and time of the hearing. These arrangements are consulted with the disciplinary committee.
- 3.2.2 The notice must contain enough information about the date, place and nature of the alleged offence.
- 3.2.3 At least five school days must pass between the handover of the notice and the hearing.

- 3.2.4 The SGB appoints the disciplinary committee. The chairperson of the committee must be a member of the SGB. The disciplinary committee will have the authority to handle the disciplinary hearing on behalf of the SGB, so complete as if it was dealt with by the SGB itself and are entitled to do everything that the SGB may do as enforced by law, which include any penalty and the recommendation of expulsion at the Education Head. This transfer of competence, however, does not forbid the SGB to practice such competence itself.
- 3.2.5 The learner must be accompanied by his/her parent/guardian or the person appointed by the parent/guardian. In case of serious offences, the learner has the right to apply to be presented by a legal representative or another person that has been appointed by the parents/guardians of the learner. Such an application must be addressed to the chairperson of the disciplinary committee at least two school days before the commencement of the hearing. No person other than the above-mentioned may attend the hearing of the accused learner.
- 3.2.6 When a learner has legal representation, he/she can shorten the disciplinary procedure by making a plea and sentence agreement with the chairperson.
- 3.2.7 Besides the underaged learners' right to testify through an intermediary, as it is stated in Section 8(7)– (9) of the Schools Act, the underaged learner (whether as accused or witness) will also be entitled to be accompanied by their parent/guardian or teacher of choice during the disciplinary proceedings.
- 3.2.8 Learners that are involved in the disciplinary proceedings, will also be entitled to be advised and get counselling by educators that are appointed for that specific reason by the principal, provided that such educator may not accompany the learner at the disciplinary hearing unless the parent/guardian of the learner gives consent thereto.
- 3.2.9 If the learner and/or his/her parents and/or legal representative, despite the receipt of proper notice, are absent, the hearing may continue in their absence.
- 3.2.10 The hearing must be fair and just and will be conducted in accordance with the prescribed applicable provincial law. The prosecutor and learner (or the learner's representative on behalf of the learner, if applicable) must get the opportunity to state their side, ask questions from witnesses, call witnesses and present documents that are in relation to the case.
- 3.2.11 The members of the disciplinary committee will also be entitled to call witnesses, ask the witnesses questions, or investigate any other aspect or let it be investigated that can promote fairness and justness.
- 3.2.12 After testimony has been heard, the committee decides about the learner's guilt or innocence. For the purposes hereof or for the purposes of a decision on any dispute that may arise during the proceedings, the committee will be entitled to adjourn for a reasonable period to consider their decision. Such a consideration will occur behind closed doors and only members of the committee will be present.
- 3.2.13 If a learner is found guilty, the learner and prosecutor will receive another opportunity to present evidence or to make representations about mitigating or aggravating circumstances that the committee must take in consideration to impose an appropriate punishment. To consider an appropriate punishment, the committee will be entitled to adjourn for a period. Such consideration will also happen behind closed doors and will only be attended by members of the committee.

#### 3.3 Judgment and punitive measures

3.3.1 In case of a conviction the decision of the disciplinary committee, which includes imposed sanctions, must be conveyed in writing within five school days to the learner and his/her parents/guardians.

3.3.2 Notwithstanding any conviction and penalty imposed by the SGB, any interested party can refer any infringement of the code of conduct, which comes down to criminal offence, to the South African Police Service.

#### 4. Internal appeal

- 4.1 If a party is not satisfied with the result of the disciplinary proceedings held before the SGB's disciplinary committee, the party will have the right to appeal in writing, within 24 hours after written results were received, to the chairperson of the SGB, against the conviction, imposed penalty, or both.
- 4.2 The notice of appeal must be clear about the grounds of the appeal.
- 4.3 Within 24 hours after receipt of the notice of the appeal, the chairperson of the SGB must compile an appeal committee that consists of a member of the governing body as chairperson, and two other expert people. The members of the disciplinary committee that heard the case, can act in the appeal committee.
- 4.4 The chairperson of the SGB must hand over the notice of the appeal to the chairperson of the appeal committee and all other parties in the proceedings in front of the disciplinary committee and see that the record of the disciplinary proceedings is available for the appeal committee.
- 4.5 The other party will be entitled to make representations to the appeal committee within 24 hours after receipt of the notice of appeal.
- 4.6 The appeal committee shall, when considering the appeal, be limited to a consideration of the record of the proceedings held before the disciplinary committee, the notice of appeal and any representations submitted by the other party.
- 4.7 Any party that would like to give further statements/evidence that does form part of the record of proceedings held before the disciplinary committee, must ask for permission in writing to the chairperson of the appeal committee. In case of the appellant, such application must be in the notice of the appeal, and in the case of the other party the appeal must be handed in within 24 hours after the submission of the notice of appeal.
- 4.8 The application to present new evidence must include a full explanation why the evidence was not presented or was not available during the disciplinary proceedings, the nature of evidence and the relevance of the evidence for the consideration of the appeal.
- 4.9 The appeal committee must, within seven school days after receipt of the notice of appeal, reveal its decision in writing to all parties.
- 4.10 Any penalty given by the disciplinary committee, is suspended pending the decision of the appeal committee.
- 4.11 In consideration of the appeal the appeal committee can:
  - a. set aside the decision of the disciplinary committee of the conviction or no conviction and/or penalty;
  - b. imposed an alternative penalty (that includes a heavier one); and
  - c. gives any other decision that the appeal committee sees as fair and just under the circumstances.

#### 5. General terms

The SGB must keep a proper record of the disciplinary proceedings. For this purpose, the SGB can appoint a person to take minutes by hand or electronically. Such a person will not be part of the committee. All hearings will be recorded for the benefit of the school, to ensure that the hearing was managed fairly and that the correct information was noted.

SIGNED AT	_ ON THIS	DAY OF	 _ 20
Governing Body Chairperson	-	School Principal	

## Part 5

#### **Notices**

- 1. Learner commitment.
- 2. Notice of a disciplinary hearing.
- 3. Notice of penalty/rest period.
- 4. Infringement letters to parents.
- 5. Plea and sentence agreement.
- 6. Notice of the outcome of a disciplinary hearing.
- 7. Steps to be followed during the formal disciplinary hearing.

Learner: \_\_\_\_\_

LEA	ARNER COMMITMENT						
I,	, a learner at WH de Klerk School, understa	nd the rules					
as ex	as explained in the Code of Conduct for learners, with the implications/consequences if I do not act						
acco	ordingly. My demerits are on 20						
I co	ommit that I:						
-	will keep to the school's Code of Conduct and Disciplinary Sysytem.						
-	will act in a responsible manner, in a caring capacity towards learners, visitors and staff o	f the school					
-	- will handle everybody with respect despite differences in culture, religion, capabilities, race, gende						
	social stand and gender orientation.						
-	take responsibilty for my education.						
-	will attend school faithfully and that I will complete my school work and assessments regu	ılarly and					
	promptly.						
-	will cooperate with the teachers and staff of the school.						
-	will help make the school a better place.						
-	will ask for help when neccessary.						
-	will inform the school if I am unhappy, or if I witness any unacceptable actions.						
T ===	recent that this is an experiment, to prove myself and I am average that if I do not so						
	ccept that this is an opprtunity to prove myself and I am aware that if I do not co above, the necessary steps will be taken against me.	mpiy with					
Ι,	, parent/guardian of	in					
Year	r hereby accept the undertaking agreement and that I wil, as parent/guardiar	ı, give my					
coop	peration at all times to the benefit of my child and the school community.						
Year	r head: Disciplinary officer:						

Parent/Guardian: \_\_\_\_\_

Contact number - parent/guardian:\_\_\_\_\_

#### **NOTICE OF A DISCIPLINARY HEARING**

Complaint (s)	
	e, time and place at the bottom of this notice where you have to appear in front e of the school governing body to answer to the complaint(s) brought forward ils appear here:
Notice of an Internal/Ex	ternal Disciplinary hearing.
FOR HAND DELIVERY.	
	·
Address:	
Name of the prosecutor:	
Name of the learner:	

## You are accused of misconduct because you allegedly violated:

	_	-		
Category 3 of the school's code of conduct on			at	by

#### **PLEASE NOTE OF THE FOLLOWING:**

- 1. You are entitled to be represented by a parent or someone that has been appointed by your parent, during these proceedings.
- 2. If you intend to make use of legal representation it must be done according to the process of permissions as stipulated in the school's code of conduct. You will be liable for the cost of any legal representation.
- 3. You will be entitled to cross examine any witnesses who testified against you, to call your own witnesses, to investigate any documentary evidence against you and to present documentary evidence from your side.
- 4. It is your responsibility to see that any witness that should testify on your behalf, be at the proceedings and stay as long as their presence is required.
- 5. You will be entitled to approach the committee on any matter regarding the proceedings, at any time.
- 7. The language of the investigation will be the language of the school. If an interpreter is required, you must provide it yourself.
- 8. If you fail to attend the proceedings or fail to be present until the proceedings have been finalised, the proceedings can be continued and concluded in your absence.
- 9. It is your responsibility to familiarise yourself with the school's rules regarding discipline hearings, as set out in the school's code of conduct.
- 9. Please attend the proceedings in school uniform.

<b></b>	
MR CH ROOTMAN PRINCIPAL	DATE
Ι,	, hereby acknowledge
receipt of the notice on	20
SIGNATURE OF LEARNER	SIGNATURE OF PARENT

### **NOTICE OF PENALTY/REST PERIOD**

Geagte ouer/voog / Dear parent/guardian	Datum / Date:
Kind se naam / Child's name:	Groep / <i>Group:</i>
Neem asseblief kennis dat bogenoemde leerder	demerietes het.
Please take note that the above-mentioned learner	has demerits.
regular basis.	upts the class and teaching.  The reader in the second rules on a second rule rules on a second rule rule rule rules on a second rule rule rule rule rule rule rule rule
<ul> <li>kwaliteit onderrig beïnvloed word / quality educ</li> <li>B. Dit het gevolg dat bogenoemde leerder 'n ruspe</li> <li>welkom by die skool vanaf</li> </ul>	eriode sal hê van dae. Hy/sy is daarom nie
	ill have a rest period for days. He/she will not be
geldige mediese bewys verwag voordat die le	uik, word 'n bewys van <b>SANCA</b> (vir rehabilitasie) of 'n eerder terug gelaat sal word by die skool. / <i>If the learner SANCA</i> (as proof of rehabilitation) or a <b>valid medical</b> being allowed back at school.
D. Die leerder mag weer terug by die skool wees of The learner may be back at school on	•
MNR/MR CH ROOTMAN HOOF/PRINCIPAL	MNR/MR C DU PREEZ ADJUNKHOOF/DEPUTY PRINCIPAL
MNR/MR RC LABUSCHAGNE	

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DISSIPLINÊRE BEAMPTE/DISCIPLINARY OFFICER

# LETTERHEAD INFRINGEMENT LETTER TO PARENTS

	Date:
Dear parent/guardian	
Your child	in register group
has committed the following offence whi	ch is contrary to the code of conduct of WH de Klerk
School.	
<u>Violation(s)</u> :	
<b><u>Finding</u></b> : Temporary expulsion for a period Learner may attend school again from	iod of 5 school days from school.
Thanks in advance.	
MR CH ROOTMAN PRINCIPAL	MR RC LABUSCHAGNE DISCIPLINARY OFFICER
I parent/guardian of	, register group,
centrum:	acknowledge receipt of the letter
Remark:	
Signature:	
Date:	
Contact number:	

# PLEA AGREEMENT BETWEEN THE GOVERNING BODY OF WH DE KLERK SCHOOL AND (LEARNER) \_\_\_\_\_\_ GROUP: \_\_\_\_\_\_. 1. **INTRODUCTION**: Since: The learner (Name and surname): \_\_\_\_\_\_,is 1.1 convicted of the parties hereby agree now as follows: 2. **CONSULTATION**: 2.1. The prosecutor, \_\_\_ \_\_\_\_\_ (name), has been authorized in writing by the governing body to negotiate with the learner and come to an agreement. 2.2. The prosecutor and the learner, who is represented by (parent/guardian/lawyer), have negotiated and reached this agreement regarding the plea of guilty of the learner and an appropriate penalty that shall be imposed by the governing body. 2.3. The prosecutor has consulted with the governing body and the concerned victim (if a fellow learner of the school/the school or anybody else sustained any damage or injury as a result of the learner's actions) and gave them opportunity to give recommendations regarding the content of the agreement. The concerning parties are satisfied with the content of the agreement. THE LEARNER'S RIGHTS: The learner admits that he/she was fully informed of his/her rights, before the agreement was entered into: 3.1 That he/she is innocent until proven guilty with a reasonable doubt. That he/she can remain silent and does not have to testify during the proceedings. 3.2 That he/she is not required to give self-incriminating evidence. 3.3 That he/she is not obliged to proceed with the agreement. 3.4 4. **SUMMARY OF IMPORTANT FACTS**:

•		PLEA AND FORMAL RECOGNITION:				
		earner pleads as follows and admits the following: The learner admits that he/she read the compliant, as it is set out in the charge sheet; that he/she understands the nature and meaning thereof and that he/she pleads guilty to the compliant of and confirms the				
		following:				
	5.2	The learner admits that he/she entered into the agreement willingly and without undue influence and that he/she is fully aware of the agreement's content.				
	5.3	The learner admits furthermore that he/she is personally aware of the admissions of guilt mentione underneath.				
	5.4	The learner admits that he/she was fully aware that his/her actions were contradictory with the school's code of conduct and that he/she can be punished.				
6.	MIT	TIGATING CIRCUMSTANCES:				
	7.1	The learner pleaded guilty.				
	7.2	The learner has no previous convictions.				
	7.3					
	7.4					
8. <b>A</b> (	AGO	GGRAVATING CIRCUMSTANCES:				
	8.1	The relevant offence is of a serious nature.				
	8.2	The offence was premeditated (if applicable).				
	8.3					
	8.4					
9.	<u>AGI</u>	REEMENT IN RELATION TO A FAIR PUNISHMENT:				
	9.1	The concerned parties agreed to a suitable punishment and requested that the governing body impose the punishment.				
	9.2	The seriousness of the agreement, the interest of the school community and the personal circumstances of the learner were all considered.				
	9.3	The parties agreed that the following, in the concerned circumstance, constitute a fair and just				
		punishment:				

SIGNED AT	ON THIS	DAY OF	20
LEARNER		PARENT/GUARDIAN	
LEGAL REPRESENTATIVE OF TH	IE LEARNER		
PROSECUTOR			

# **LETTERHEAD** NOTICE OF THE OUTCOME OF THE DISCIPLINARY HEARING OF A LEARNER Name of the learner: Name of the prosecutor: Address: FOR HAND DELIVERY. Please accept notice of the outcome of the disciplinary hearing held on\_\_\_\_\_ relating to the complaint(s) against \_\_\_\_\_ **Complaint(s)**: Mark in the applicable block Complaint 1: Guilty Innocent or Complaint 2: Guilty or Innocent Reasons for the finding: **Punishment:** The punishment is as follows: Reasons for the punishment:

I,	, hereby acknowledge receipt of the letter on

**CHAIRPERSON: DISCIPLINARY COMMITTEE** 

**DATE** 

·	
SIGNATURE OF LEARNER	SIGNATURE OF PARENT/GUARDIAN
SIGNATURE OF PROSECUTOR	

# STEPS TO BE FOLLOWED DURING A FORMAL DISCIPLINARY HEARING

(N.B.: MARK EACH STATEMENT WITH A [] WHEN COMPLETED)

1.	All those involved are welcomed.	
2.	All those involved are introduced to each other.	
3.	The procedure to be followed is explained to everyone and they understand it.	
4.	The document "Notice of Disciplinary Hearing" is completed correctly, all those involved received and understood the document.	
5.	The accused and representative are present.	
6.	An interpreter: 6.1. is used; or 6.2. the accused decided not to use an interpreter.	
7.	The alleged offence is again clearly explained and the accused and all those that are present, understand it.	
8.	The accused is requested to plead to the alleged offence(s).	
9.	Witnesses for the SGB testified in the presence of the accused and his/her representative.	
10.	The accused and his/her representative cross-examined the witnesses of the SGB.	
11.	The accused called upon his/her witnesses and their testimonies are heard.	
12.	The chairperson has cross-examined the witnesses.	
13.	The accused is given a chance to testify.	
14.	Summary/Minutes of the hearing were taken during the hearing. (Report of the Disciplinary Hearing and/or recorder is used)	
15.	Document where the accused declares that he/she is satisfied with the outcome of the way the hearing was handled: 15.1. is signed by him/her and the representative;	
	15.2. accused refuses to sign the in the presence of a witness that has signed.	

16.	The hearing is adjourned temporarily for decision making.	
17.	The hearing is re-opened.	
18.	The accused is informed verbally of the finding and motivation thereof.	
19.	The accused and his/her representative are given a chance for giving mitigating reasons. (If found guilty)	
20.	Temporarily adjourned.	
21.	Discipline record is taken into consideration.	
22.	The hearing is re-opened.	
23.	The accused is informed verbally of the actions against him/her and motivation thereof.	
24	The hearing is adjourned at	